

CHAPTER
7
SECTION 1
Note Taking Study Guide
THE EARLY MIDDLE AGES

Focus Question: How did Germanic tribes divide Western Europe into small kingdoms?

A. As you read this section in your textbook, use the table below to identify main ideas for each red heading. Some items have been entered for you.

Early Medieval Europe	
Heading	Main Idea
Western Europe in Decline	After the collapse of Rome, from about 500 to 1000, Western Europe entered a period of political, social, and economic decline.
The Rise of the Germanic Kingdoms	
The Age of Charlemagne	
Europe After Charlemagne	

B. As you read “The Age of Charlemagne,” use the table below to identify main ideas about Charlemagne’s rule. Some items have been entered for you.

The Age of Charlemagne	
Heading	Main Idea
A New Emperor of the Romans	Pope Leo III crowned Charlemagne Emperor of the Romans in 800.
Creating a Unified Christian Empire	
A Revival of Learning	

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SECTION 1**Section Summary****THE EARLY MIDDLE AGES**

After the Roman empire fell, Western Europe was cut off from other cultures, invaded, and divided. The period from 500 to 1000 is sometimes called the Dark Ages. It was actually a time when Greco-Roman, Germanic, and Christian traditions slowly blended. They combined to create a new, **medieval** civilization. This civilization is called the Middle Ages.

In the early Middle Ages, Germanic tribes, such as the **Franks**, divided Western Europe. In 486, **Clovis**, king of the Franks, defeated Gaul, the area that became France. Clovis kept his own customs but also kept Roman customs, and he converted to Christianity. In the 600s, Islam began in Arabia. Muslims, or believers in Islam, created a huge empire. When they crossed into France, **Charles Martel** and his Frankish warriors fought the Muslim armies at the **battle of Tours** in 732. The Franks pushed the Muslims back into Spain.

In 768, Charles Martel's grandson, also named Charles, became king. He built an empire covering what are now France, Germany, and part of Italy. He became known as **Charlemagne**, or Charles the Great. Later, the pope crowned him emperor of the Romans. Charlemagne united Europe by fighting off invaders, conquering peoples, and converting them to Christianity. He also united Europe by blending German, Roman, and Christian traditions. Charlemagne saw education as another way to unify his kingdom. Even though he could not read or write, he felt education was important. He brought back Latin learning. He also set up local schools.

However, the unity did not last. Charlemagne's grandsons split up the empire in 843. About 900, nomads, called **Magyars**, settled in what is now Hungary. They overran Eastern Europe and moved west, but were finally pushed back. In the late 700s, the **Vikings** from Scandinavia began raiding towns along European coasts and rivers. Eventually they settled in England, Ireland, northern France, and parts of Russia.

Review Questions

1. Who stopped the Muslim advance into Europe?

2. What did Charlemagne do to unify his kingdom?

READING CHECK

Where did the Vikings come from?

VOCABULARY STRATEGY

Find the word *unify* in the underlined sentence. What does *unify* mean? The root word *uni-* is Latin for "one." The suffix *-fy* means "make." Use this information about word parts to help you figure out the meaning of *unify*.

READING SKILL

Identify Main Ideas Find the sentences at the beginning of the Summary that represent the main idea of the Summary. Write the sentences on the lines below.

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SECTION 2

Note Taking Study Guide**FEUDALISM AND THE MANOR ECONOMY**

Focus Question: How did feudalism and the manor economy emerge and shape medieval life?

As you read this section in your textbook, use the flowchart below to identify the main ideas for each red heading. One main idea has been entered for you.

Feudalism and the Manor Economy	The Manor	
	The World of Knights and Nobles	
	Feudalism	<p>Feudalism was a political system in which powerful lords divided their land among lesser lords. In exchange, the lesser lords pledged service and loyalty to the greater lord.</p>

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SECTION 2

Section Summary

FEUDALISM AND THE MANOR ECONOMY

Medieval society was a web of duties. Even kings and nobles exchanged vows of service and loyalty. These vows were part of a new political and legal system, called **feudalism**. This system was the basis of life during the Middle Ages.

Feudalism was a system of rule made up of lords and lower lords, called **vassals**. They exchanged vows called the **feudal contract**. This contract gave the lords the right to expect military service, payments, and loyalty from their vassals. In return, the lords promised to give their vassals protection and **fiefs**, or estates. Many of these nobles lived in fortress-like homes called castles.

All aristocrats had a place in this structured society. For nobles, war was a way of life. Many trained from boyhood to become **knights**. They learned to ride horseback, fight, and care for weapons. They practiced fighting in pretend battles called **tournaments**. Noblewomen, too, shared in the warrior society. Ladies took over estates while their lords were at war and might even be in charge of defending their lands.

In the Middle Ages, knights had to follow a code of ideal conduct called **chivalry**. It required knights to be brave, loyal, and honest. **Troubadours**, or wandering musicians, often sang about knights and their ladies.

The **manor**, or lord's estate, was the basis of the feudal economy. Everything that people needed was grown or made on the manor. Most peasants on manors were **serfs**, workers tied to the land. Serfs were not slaves, but they could not leave the manor without permission. They had to work the lord's lands several days a week, pay certain fees, and ask permission to marry. In return, they were allowed to farm several acres for themselves and received protection during war. Their work was hard. Hunger and disease were common. Yet, they found times to celebrate, including Christmas and Easter.

Review Questions

1. What was one promise vassals made to their lords in the feudal contract?

2. How was the manor the basis of the feudal economy?

READING CHECK

What was the code of ideal conduct that knights had to follow?

VOCABULARY STRATEGY

Find the word *aristocrats* in the underlined sentence. What does *aristocrats* mean? Reread the paragraph. What group of people is being discussed? Are these people serfs or nobles? Use these clues to help you figure out what *aristocrats* means.

READING SKILL

Identify Main Ideas Write a sentence on the lines below that identifies the main idea of this Summary. Be sure to include the word *feudalism* in your sentence.

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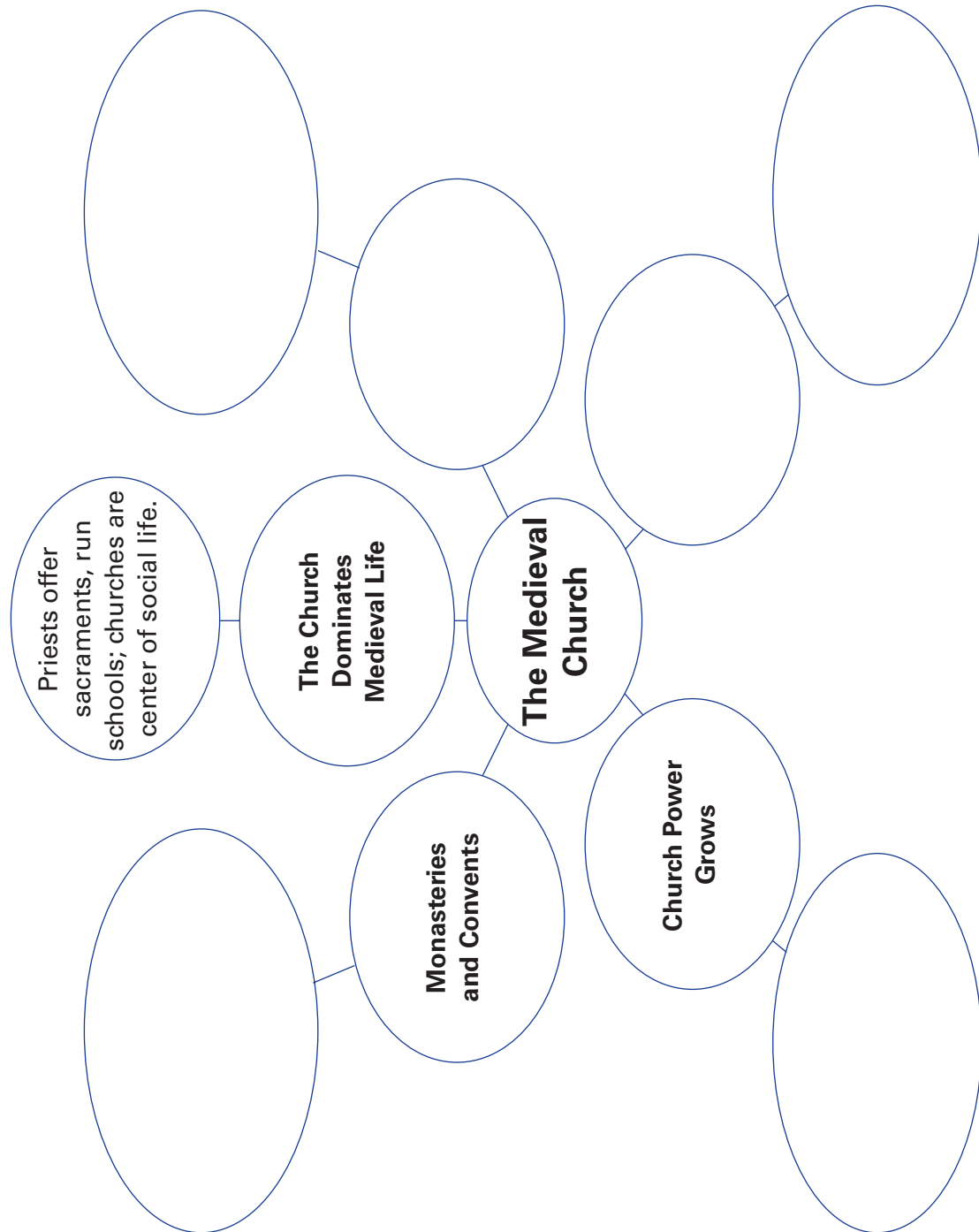
SECTION 3

Note Taking Study Guide

THE MEDIEVAL CHURCH

Focus Question: How did the Church play a vital role in medieval life?

As you read this section in your textbook, use the concept web below to identify main ideas for all the headings in the section. Some items have been entered for you.



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SECTION 3

Section Summary

THE MEDIEVAL CHURCH

During the Middle Ages, the Roman Church grew in power. It became the strongest worldly, or **secular**, and religious force in Western Europe. For most people, churches were the center of village life. The parish priest celebrated mass and administered **sacraments**, or sacred rites. Church doctrine also taught that men and women were equal before God. Yet the Church also taught that women needed men's guidance. Many people went into monasteries or convents to live a religious life. In 530, a monk named Benedict created rules to govern monastery life. These required vows of obedience, poverty, and chastity, or purity. In time, monasteries and convents all across Europe followed this **Benedictine Rule**.

High Church officials, such as bishops or the pope, often stopped warfare among nobles by declaring a Truce of God. Medieval popes developed **papal supremacy**, or authority over rulers. The Church had its own courts and body of laws, known as **canon law**, and gave out punishments. One was **excommunication**, or refusing to give the sacraments and Christian burial. This condemned sinners to hell. Also, rulers could face **interdict**, which kept entire towns, regions, or kingdoms from receiving sacraments and Christian burial.

However, as Church wealth and power grew, so did corruption. Many priests, monks, and nuns ignored their vows. Throughout medieval times, there were calls for reform. In the early 900s, the Benedictine Rule was brought back, and many monasteries and convents began to change. Other reforms came from **friars**, or monks who traveled and preached to the poor. The first order of friars, called the Franciscans, was founded by **St. Francis of Assisi**.

In the Middle Ages, Jewish people settled all across Europe. However, by the late 1000s, prejudice against them had increased in Western Europe. The Church even issued orders to keep Jews from owning land or having certain jobs. Thousands migrated to Eastern Europe.

Review Questions

1. What three vows did the Benedictine Rule require?

2. What caused corruption to grow in the Church?

READING CHECK

What was papal supremacy?

VOCABULARY STRATEGY

Find the word *doctrine* in the underlined sentence. What context clue tells you that it had to do with teaching? Who was doing the teaching? Use these context clues to help you figure out what *doctrine* means.

READING SKILL

Identify Main Ideas Find and underline the sentences that give the main idea of the Summary.

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SECTION 4**Note Taking Study Guide****ECONOMIC RECOVERY SPARKS CHANGE**

Focus Question: How did changes in agriculture and trade lead to the growth of towns and commerce?

As you read this section in your textbook, identify the main ideas of each heading using the outline below. Some items have been completed for you.

Economic Recovery Sparks Change

I. 1000s—agricultural revolution changed Europe.

A. New technologies allowed farmers to grow more crops.

B. Food production increased and the population grew.

II. Warfare and invasions declined.

A. Trade expanded into the Middle East and Asia; trade leagues formed.

B. _____

III. Growing trade led to a commercial revolution.

A. _____

B. _____

IV. _____

A. _____

B. _____

C. _____

V. _____

A. _____

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SECTION 4

Section Summary

ECONOMIC RECOVERY SPARKS CHANGE

New farming methods started a series of changes in medieval Europe. By the 800s, farmers were using iron plows instead of wooden ones and harnesses fit for horses rather than slower oxen. Also, crop rotation helped soil fertility. With these changes, farmers grew more food, and Europe's population almost tripled between 1000 and 1300.

Trade improved, too, as war declined. Demand for goods grew and trade routes expanded. Trade centers became the first medieval cities. Merchants in these cities would ask the local lord or king for a **charter**, a document establishing rights and privileges for the town in exchange for money.

As trade expanded, new business practices arose. The need for **capital**, or money for investment, stimulated the growth of banks. In addition, merchants sometimes joined together in **partnerships**, pooling their money to finance large-scale ventures. Other business changes included development of insurance and use of credit rather than cash, allowing merchants to travel without having to carry gold. Overall, however, the use of money increased. Peasants began selling their goods to townspeople for cash. Also, by 1300, most peasants were hired laborers, or **tenant farmers**, paying rent for their land.

By 1000, merchants, traders, and artisans had become a new social class between nobles and peasants, called the **middle class**. The members of this class formed **guilds** to control and protect each trade or business. To become guild members, people started in early childhood as **apprentices**. After seven years, an apprentice became a **journeyman**, or salaried worker. Few became guild masters. Unlike in other areas of medieval life, women controlled some trades and even had their own guilds.

Towns and cities expanded rapidly during medieval times. Typical cities were overcrowded, with narrow streets, multi-story houses, and no garbage or sewage systems. They were a fire hazard and breeding ground for disease.

Review Questions

1. How were farmers able to grow more food?

2. What two new business practices arose as trade expanded in the Middle Ages?

READING CHECK

What was a charter?

VOCABULARY STRATEGY

Find the word *stimulated* in the underlined sentence. What does *stimulated* mean? Some synonyms for *stimulated* include *awakened*, *excited*, and *inspired*. Use what you may know about the meanings of these synonyms to help you figure out the meaning of *stimulated*.

READING SKILL

Identify Main Ideas Write a new title for this Summary. Be sure to include the word *change* in your title.
